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ABSTRACT

Materials relevant to English-as-a-Second-Language (ESL) workplace or vocational literacy education are presented. These materials include: curriculum guides tailored to meet the particular needs of workers in various vocational settings (geriatric centers, a university physical resources department, an aircraft company, manufacturing plants, food service establishment, etc.); a grammar and vocabulary list of terms and phrases relevant to particular jobs; lesson plans designed to teach specific skills and competencies (calling in sick, reporting a problem, distinguishing verb tenses, etc.); sample pre- and post-tests for student ESL assessment; and student evaluation forms. Also included are: a needs assessment questionnaire that allows educators to determine what skills should be taught in particular locations, a selection of course and instructor evaluation materials, and samples of recruitment/publicity flyers. These materials are not aimed at a specific language minority group. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

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PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY ESL CURRICULUM
HANDMAKER JEWISH GERIATRIC CENTER

Grammar and Vocabulary

Tense (Present, Past, Present Perfect)
Numbers
Plurals
Questioning Structure
Polite Questions - Would, Could
Pronouns
Cleaning Vocabulary
Action Verbs (cleaning)
Body Parts
Left/Right
Opposites
Can, Can't
Days of the Week
Prepositions

Functions/Competencies

Following Instructions
Apologizing
Reading Time Cards
Complaining about Health
Giving & Understanding Warnings
(Safety)
Giving/Following Directions
Inviting
Ordering/Taking Orders
Informing
Checking/Indicating Understanding
Calling in Sick
Asking/Telling Where Supplies are Kept
Expressing Ability/Inability
Asking for Help

Listening Comprehension and Pronunciation

On-going each class period

Methods Used

TPR for Listening Comprehension
Silent Way
Rod Stories
Role Plays - Job Interview
Reading - Want Ads
Writing (Daily)
Pictures
Handouts
Self and Peer Connection

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY ESL CURRICULUM
THE UNIVERSITY OF ARIZONA
PHYSICAL RESOURCES DEPARTMENT

Grammar & Vocabulary

Pronouns
Questions Formation
Tenses (Present, Present Progressive)
Prepositions
Cleaning, Vocabulary
Can/Can't
Could, Would
Need to, Want to, Have to
Negatives
Safety Vocabulary

Functions/Competencies

Reporting Problems
Asking for Help
Calling in Sick
Following Instructions
Asking to Have Instructions Repeated
Checking/Indicating Understanding
Asking/Giving Directions
Expressing Certainty/Uncertainty
Filling Out Forms

Listening Comprehension and Pronunciation

On-going, every class period.

Methods Used

Rod Stories
Pictures
Role Plays-Emergency Situation (work accidents)
Silent Way Charts for Grammar & Pronunciation
Daily Writing of Lessons
TPR for Listening

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY ESL CURRICULUM
KRUEGER MANUFACTURING

Grammar and Vocabulary

Demonstratives
Pronouns
Tense (Present, Present Progressive, Present Perfect, Past, Future)
Want to
Have to
Prepositions
No + Verb-ing
To know how to do something
Do/Does
Questioning structures
Commands
There is/are
To be Allowed to
Supposed to
Clothing
Job Titles and Descriptions

Functions

Checking and Indicating Understanding
Giving and Following Instructions and Directions
Repeating and Asking for Repetition
Phone: Calling in Sick
Informing Supervisors of Problems with Machines/Paycheck/etc.
Expressing Ability and Inability
Making Small Talk
Warning about Safety precautions

Pronunciation

On-going basis with Silent Way Fidels and Word Charts

Listening Comprehension

One activity at each class to reinforce grammar and functions taught

Methods Used

Silent Way for Grammar, Functions, and Discussions
Role Play in Person and with Phones
Strip Stories
Daily Writing of Lessons
TPR for Listening Comprehension
Self and Peer Error Correction
Informal Small Talk for Warm-ups
Pictures for Discussions and Grammar/Function Development

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY ESL CURRICULUM
KRUEGER MANUFACTURING

Grammar & Vocabulary

Gerunds (No parking)
Imperatives - (Don't go in that room without permission.)
Verbs: Present tense (I operate a rivet gun.)
Past of **be** (Work was great today!)
Must vs. Have to
Should
Questions
Negatives (I don't know how to open this jar.)
Keep
out
clear
clean

Functions

Indicating Understanding or Non Understanding
Asking for Repetition
Expressing Ability or Inability
Describing Specific Jobs
Identifying Machinery, Equipment and Tools
Reminding
Understanding and Giving Warnings
Requesting Help or Advice
Giving and Soliciting Opinions
Expressing Uncertainty

Listening Comprehension

Asking for Repetition or Clarification

On going, every class period.

Methods Used

TPR with Rods
Rods for Grammar
Pictures
Drawings on White Board
Silent Way Charts for Error and Pronunciation Correction
Handouts for Grammar Exercises

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY ESL CURRICULUM
BURR-BROWN
TEN-WEEK CURRICULUM

Materials:
1. Pre-Shift Set Up Form
2. Service Request Form
3. Die Attach and Wire bond Glossary
4. Environmental Control, Military Products, General Specs.
5. ESD Prevention and Control Specs
6. Microcircuits QC Specs

Function: Describing Problems (in five words or less)
Service Request Form

Grammar:
Telling time and Using Numbers
Aux do and did - Neg's
Past Tense and Past Progressive with when, until, then
"What's wrong? What's the problem?"

Function: Describing an Action (in five words or less)
Pre-Shift Set Up Form

Grammar:
Telling time and Using numbers
Aux do and did -Neg's

Function: Caution and Warning
Reading and Understanding Iconography From
ESD Specs

Grammar:
Colors
Numbers
Symbols; Caution and Attention

Function: Summarizing and Paraphrasing
Asking for Clarification and Understanding
Readings from Cleanroom, Microcircuit, and Electro Stat
Specs

Grammar:
Questions with Who, What, Where, When, and Why
Modals: Shall and Must
Could; Would; Should
Can/Could-Ability
Will/Would/Could-Request
Have To; Want To; Need To
Clothing

Function: Identifying objects
Die Attach Glossary

Ten-Week Curriculum, continued

Grammar:
Numbers
Simple present and present progressive Tenses
Prepositions of time and place
Demonstratives; This, That, Those, and These

Misc. Functions: Reading Meters
Reading Control logs and charts
Understanding double negatives/
Answering true false questions

Vocabulary:
Limit parameter, process, control area, particle, station, temperature, schedule, foreign, log, control, environment, criteria, weather, humid, atmosphere, humid, dry, etc.

Verb list:
attach, put, place, hold, wear, remove, cure, bond, store, save, cut, brake, flow, move, travel, permit, allow, control, complete, require, look for, find, change, adhere, bring, introduce, provide, insure, produce, permit, assemble, magnify, blow, plug, handle

PIMA COUNTY ADULT EDUCATION
HUGHES AIRCRAFT COMPANY
MATH FUNDAMENTALS

Schedule

Feb. 7	Orientation Pretesting Meaning of Decimals
Feb. 14	Add and Subtract Decimals Multiply and Divide Decimals
Feb. 21	Solve Decimal Problems Meaning of Fractions
Feb. 28	Add and Subtract Fractions Multiply and Divide Fractions
March 7	Multiply and Divide Fractions Solve Fraction Problems
March 14	Meaning of Percent Change Fraction, Decimal, Percent
March 21	Solve Percent Problems
March 28	Review Posttest

SAMPLE SPECIFIC COMPANY LESSONS

BURR-BROWN
PRESENT PERFECT

How long have you worked at Burr-Brown?
How long have you been working at Burr-Bro...?
How long have you been studying with Amy?

for
since

Have you ever studied English before this class?
Yes, I have.
No, I haven't.
No, I have never.

Have you ever been late for work?
Yes, No.
Never.
Ever.

Have you gotten paid this week yet?
Yes, No.

Have you finished all your work?
Is everyone here already?
for
since
already
yet

Have you done your work from yesterday?
No, I haven't.
Have you finished this marking yet?
No, not yet.
What have you been doing all day?
I've been takling with _____.
It's time to get to work.
O.K.

yesterday	today	(Students
ten minutes ago	before he ate	decide when to
this morning	before he came to work	use past or
this week	from 7 to 8 this morning	present perfect)
before Tom came		
last week		

Have you ever called in sick?
We have studied since
for
Have you had any coffee today?
Have you learned new words today?
How long have you been doing the same job?
How long have you done the same job?
Have you changed your job at Burr-Brown?

HANDMAKER NURSING HOME
FOOD SERVICE

FOLLOWING A RECIPE:
Grammar: plurals: count/non-count nouns; How many? How much?
(Function - Asking for Information)

Example recipe: Pancakes

Pre-Employment "Pancakes"
Pancake Recipe
Serves 6-8

Ingredients
...Dry...
2 c. flour
2 T. sugar
1/2 t. salt
2 1/2 t. baking powder

...Wet...
(separately)
3 eggs
1 c. milk*
2 T. oil
* 3 T. powdered milk
1 c. water

.Measure and mix the dry ingredients in a large bowl.
.Separate the egg whites from the yolks
.Measure and mix the milk, oil and egg yolks in a small bowl
.In a medium bowl, beat the egg whites until they form soft peaks.
.Stirring slowly, add the wet ingredients to the dry ones. Fold in the egg whites.
.Add margarine or oil to a 6-8 pan
.Cook pancake over medium-low heat until bubbles form and the center begins to become solid
.Turn and cook the other side.
.Serve with margarine and syrup

Activities:
1) class reads recipe
2) class makes list (on board) of items needed
-separate into count & non-count

count	non-count	
egg	teaspoon	flour	oil/margarine
cup	tablespoon	sugar	baking powder
bowl		salt	
pan		milk	

3) Practice with listed words -
a) a little/a few — ie. a few eggs, a little salt
b) much/many — ie. Do you need much salt?
Do you need many eggs?
c) How much?/How many?
ie. How much flour do you need?
How many eggs do you need?

Food Service, continued

4) Briefly review units of measurements & fractions:
T=tablespoon; t=teaspoon; c=cup
1/4, 1/2 etc.
Discuss increase of measurements for different numbers of servings (ie. mass cooking at nursing home facility)
(use a real nursing home recipe as used in this facility)

5) Demonstrate (teacher or a student volunteer) steps in preparation of the recipe - describing action while doing
(use real life ingredients & utensils)

6) Assign rotating roles to each student
ie. a) mix dry ingredients
b) mix wet ingredients
c) measure the dry ingredients, etc.
d) stir the wet ingredients into dry ingredients etc.

Ask students to perform task: A asks B: What are you doing?
B replies: I'm mixing the flour & sugar, etc.

7) Cleaning up
a) Discuss sanitation procedures of facility
b) 2 word-verbs-<u>wipe off</u> the counter/stove
<u>wash out</u> the bowl
<u>put it</u> in the dishwasher
<u>rinse out</u> the rag/sponge etc.

<u>Follow-up Activities:</u>

count/non-count review:
list foods from other recipes used on job
count vs non/count
make questions with how many, how much?
statements with a little, a few

HANDMAKER NURSING HOME
HOUSEKEEPING - CLEANING

Grammar: prepositions; containers, cleaning vocabulary
Functions: Asking locations; following directions; asking for clarification

I. A. Introduce cleaning items - with realia and pictures (elicit from class)

rag	brush	cleanser
sponge	dustpan	detergent
broom	broom	window cleaner
mop	paper towels	soap
bucket/pail	gloves	

B. introduce "containers"
can of (cleanser) bottle of (window cleaner)
box of (detergent) roll of (paper towels)

II. Q & A about locations of items (placed throughout room)
Where's the broom? It's in the corner.
Where's the sponge? It's on the table.
Where's the rag? It's next to the sponge. (etc.)

prepositions: in, above, between, under, behind, on, below, next to, over to the left, right

III. TPR - Following directions (commands) Wipe the table. Put the sponge on the table. Mop the floor. Sweep the floor with the broom. Put on the gloves. Clean the table with the sponge. Clean the chairs.

IV. Asking for clarification or repetition drill (substitution drill)

Example: Student #1: Please give me the (mumble).
Student #2: Give you what?
What did you say?
Huh?
Could you please repeat that?
Student #1: The broom.

Substitute with other cleaning items or commands

SHAPE WEST
WORKPLACE LITERACY LESSONS

1. Pronouncing Names: Foreign names are sometimes difficult. Pronunciation is very important.

   A: What's your name?

   B: Ouysavanne. Everybody calls me Ouy.
   " but you can call me Ouy.
   " people call me Ouy.
   " Ouy, for short.

2. Requesting a change: (insurance deductions, credit union membership, vacations) and necessary forms.
   A: I'd like to become a member of the credit union.

   B: OK. Let me get you a form to fill out. Here you are. Fill out this and this and sign here.

   A: Excuse me? What should I fill-out?
   (Could you explain this form to me?)
   (Where did yo say I should sign?)

3. Reporting an accident: Study an accident report form. Practice filling it out.

   A: I just hurt my _____. I need to see a doctor.
   B: How bad is it?
   A: It's pretty bad. I don't think I can work.
   B: Okay. I'll call the _____.
   A: Maybe I should fill-out an accident report.
   B: Oh, you can do that later, when you feel better.
   A: I think I'll get one now so I don't forget.

4. Accompanying a student to actual worksite: Ask the student to describe what is going on, step by step. Discuss production interference: the machine is jammed, supplies run out, employees are absent, etc. The teacher should take note of the procedure and vocabulary. This information can be practiced in a writing exercise during class.

5. Applying for an open position: The student goes to the personnel director.

   A: I'd like to apply for the position posted on the bulletin board.
   B: OK. You need to fill out this form and return it by Friday. We'll be interviewing next week.
   A: Thank you.

CEI (CURTIS ELECTRONICS)
TWO-WORD VERBS

On Monday, Gina got up at 5:00. She made her breakfast, put on her clothes, and went to work. After she got to CEI, she punched in her time card, put away her jacket and lunch in her locker, got out her tool box, and began to work. She got off at 3:30, took a short break, and started her English class at 3:45. Her husband picked her up at 5:30.

What time did Gina get up?
Who got up at 5:00?
What did she do after she got up?
What did she punch in?
What was the first thing she did after she got to CEI?
What did she put away in her locker?
What did she get/take out of her locker?
What time did she get off?
What time did her English class start?
Who picked her up?
What time did he pick her up?

CURTIS ELECTRONICS
CALLING IN SICK

Curtis Electronics.
David, please.
Just a minute.
This is David.
Hi. This is Sam. I can't come in today.
What's wrong?
I'm sick. I have a fever.
That's too bad. When do you think you'll be back?
I think I'll be back tomorrow or Friday.
Call me if you can't come in.

Ways of Calling in Sick

This is _____.

I can't come in today.
I won't be in today.
I won't be coming in today.
I'm calling in sick.

What's wrong?
What's the problem?
What's the matter?

I have a fever.
I have the flu.
I have a headache.
I have a cold.
My daughter is sick.
I sprained my ankle.
Other _____.

CURTIS ELECTRONICS
ASKING PERMISSION

Excuse me, Beverly.
Yes?
Could I possibly take the day off tomorrow?
I don't think so.
I see. The reason I asked is my husband is going into the hospital tomorrow for an operation.
Oh, I understand. Well, in that case, I guess you can take the day off tomorrow.
Thank you very much.

Excuse me, _____.
Yes?
Could I possibly _____?
I don't think so.
I see. The reason I asked is _____.
Oh, I understand. Well in that case, I guess (suppose) you can _____.
Thank you very much.

come in two hours late tomorrow
take next Monday off
take my vacation next week
leave early tomorrow

I have a doctor's appointment.
I have a meeting with my child's teacher.
My brother is coming to visit from Chicago.
I don't feel well.
Is it all right if I go home early?
Actually, I'd rather you didn't.
The reason I'm asking is that my son's school called to say he isn't feeling well.
Are you sure? If you'd rather I didn't, I wont.
No, it's okay. If your son's school called to say he isn't feeling well thin I think you should go home early.
Thanks a lot.

Instead of rather, use prefer.

Practice: could, would rather, should

THE UNIVERSITY OF ARIZONA
CUSTODIAL SERVICES
REPORTING/DESCRIBING A PROBLEM

Excuse me.
I have, a problem.
What's the matter?
My vacuum cleaner is broken.
Could you help me with it?
Sure.
Thanks a lot.
Your're welcome.

What's the matter?
What's up?
What's wrong?
What's the problem?

My vacuum cleaner is broken.
My vacuum cleaner isn't working.
My vacuum cleaner doesn't work.

SAMPLE PRE- AND POST-ASSESSMENTS AND SCORE SHEETS

SCORING

Pima County Adult Education uses a holistic scoring scale which rates grammar, fluency, listening comprehension, pronunciation, reading, and writing. The scoring translates as follows:

0	= pre-beginning
1 and 2	= beginning
3 and 4	= intermediate
5 and 6	= advanced

Scores of .5 or 1.3 are appropriate. Samples of score sheets follow the assessments. The lines on the score sheets are for sample student utterances or teacher comments.

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
PRE-AND POST-ESL ASSESSMENT (ORAL)
BURR-BROWN

1. What's your name?
2. Where are you from?
3. What's your address?
4. How long have you lived in Tucson?
5. How long have you worked here?
6. Where did you work before?
7. Have you studied English before?
8. What's your job?
9. What do you do in your job?
10. What's your supervisor's name?
11. How do you spell it?
12. What's the first thing you do when you get to work?
13. What problems, if any, do you have in this job?
14. What would you do if you were laid off?
15. What do you hope to be doing in five years?

Sample Pre-Test (Written)

1) What are your reasons for enrolling in/attending this class?

2) Please write a short paragraph about your current job at Burr-Brown.

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
PRE-ESL ASSESSMENT (ORAL)
HANDMAKER JEWISH GERIATRIC CENTER

1. What is your name?

2. What language do you speak?

3. What is your supervisor's name? How do you spell it?

4. How long have you worked at Handmaker?

5. What is the first thing you did at work this morning?

6. What do you do here at Handmaker? (INFORMING)

7. Tell me how to get to your work area from here? (ex. kitchen, cleaning area) (GIVING DIRECTIONS)

8. Take 2 orange rods and put them on the table. Take 3 green rods and put them on top of the orange rods. Take 3 red rods and put 1 under each green rod. (TAKING ORDERS)

Pre-ESL Assessment, continued

Please write about your house/apartment here in Tucson.

Can you read this story? (EXPRESSING ABILITY AND INABILITY)
Tell me what it is about?

READING: Magda's story

I work at a big hotel in Tucson. I am a housekeeper. I go to work at 8:00 on weekdays and about 8:30 on weekends. Every week your schedule is different. The manager decides your days off. Usually everyone wants Saturday and Sunday off.

When I come in, I change into my uniform first. Then I punch in. After that I get my bucket and room supplies. They give you a list of rooms to do that day. There are two kinds of rooms: occupied and check-out rooms. It usually takes 15 or 20 minutes to do an occupied room. It takes more than 30 minutes to do a check-out room. It's a lucky day when all your rooms are occupied. The worst day is when all the rooms are check-out.

In each room, you change the sheets, clean the table, clean the bathroom and put the supplies in order. Usually they give you a five day schedule. But in the summer when it is hot, the business of the hotel is slow and they give you a two day or three day schedule. We're happy when we have enough hours. We don't like the slow times.

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
POST-ESL ASSESSMENT (ORAL)
HANDMAKER JEWISH GERIATRIC CENTER

1. What's your name?

2. What's your supervisor's name? How do you spell it?

3. Dictate numbers. Have students write the numbers and the word. (Listening)

4. What machines do you use on your job? (Giving Information)

5. Take an orange rod and put it in the desk. Take a red rod and put it next to the orange rod. Put a green rod in your pocket and put 2 blue rods under your chair. (Following Directions)

6. If you can't come to work, who do you call? What do you say? (Informing)

7. You are late for work. What do you say to your supervisor. (Apologizing)

8. How long have you studied English in this class?

9. Can you speak English better than before coming to this class? (Expressing Ability/Inability)

Post-ESL Assessment, continued

Maria had a cold. She called in sick and talked to her supervisor. Her supervisor asked, "When will you be back to work?" Maria said, "Probably in two days." Maria was sick for the whole week. When she came back to work, her supervisor told her that she was fired because she did not call in sick every day. He said, "If you miss three days without calling in, it is a voluntary quit."

1. What did Maria say when she called in sick?

2. What rule did she break?

3. What happened to Maria?

4. Why do you think Maria did not call in every day?

5. What do you think Maria should do now?

6. Do you have a similar rule here at Handmaker?

Please write about your job here at Handmaker.

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
ESL ASSESSMENT
HANDMAKER

Name_____Date_____

GRAMMAR	0	1	2	3	4	5	6
FLUENCY	0	1	2	3	4	5	6
LISTENING	0	1	2	3	4	5	6
COMPREHENSION	0	1	2	3	4	5	6
READING/WRITING	0	1	2	3	4	5	6

AVERAGE _____

PRONUNCIATION

_____Non-speaker

_____Unintelligible

_____Intelligible but needs work

_____Near native

COMMENTS:

_____

_____

_____

_____

_____

A23

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
ESL PRE-ASSESSMENT (ORAL)
U OF A

1) What's your name?

2) What's your supervisor's name? How do you spell it?

3) What machines do you use on your job? (Giving Information)

4) What do you (clean)?
(do)?

5) How do you (clean) it? (Describing)
(do)?

6) If you can't come to work, who do you tell? What do you say? (Informing)

7) If your supervisor gave you this and asked you to use it, what would you say? (Expressing Ability/Inability)

8) If someone was not doing his/her job correctly, what would you say? (Advising)

9) Here are five pieces of paper. Put them in alphabetical order (A to Z) and then set them on top of the smallest envelope. Now, put both the envelope and pieces of paper into the largest envelope. (Listening Comprehension)

10) How do you fill these out?

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
ESL POST-ASSESSMENT ORAL
U OF A

1. What department are you in?
   How do you spell it?

2. When you are sick, who do you call? What do you say?

3. There was an accident at work? Please tell your supervisor about it.

4. Take a red rod and put it on the table. Take a yellow rod and put it on top of the red one. Take two blue rods and put them behind the red and yellow rods.

5. How do you get to Bill's office from here?

6. Tell us what you do on your job.

7. How often do you wash the floors?
   vacuum the rugs?
   drive a truck?

8. You need a new uniform. What do you do (say)?

9. If your supervisor asks you to type a letter, what do you say?

10. Please fill these out.

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
ESL ASSESSMENT FORM
U OF A

Assessment Score _____ Date_____

1._____

_____

2._____

_____

3._____

_____

4._____

_____

5._____ _____

_____

6._____ _____

_____

7._____

_____

8._____

_____

9._____

_____

Checking/Indicating Understanding _____
Listening _____
Grammar _____
Fluency _____
Pronunciation _____

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
ESL PRE-ASSESSMENT (ORAL)
KRUEGER

1. What is your name? What is your first language?

2. What is your supervisor's name? How do you spell it?

3. What do you do here at Krueger? (DESCRIPTION)

4. How did you get here from the area where you work? How do you get from here to the area where you work? (GIVING DIRECTIONS).

5. Here are three envelopes. Remove the contents. Make three sets of cards A through C, and put one set in each envelope. Then, order the three envelopes alphabetically. (FOLLOWING INSTRUCTIONS & CHECKING/UNDERSTANDING)

6. If you can't come to work for a few days, who do you tell? What do you say? (INFORMING)

7. If one of your co-workers told you he or she was sick, what would you say? (ADVISING)

8. (Map cards) How do you fill these out? (JOB TASK)

9. (Safety sign) What does this mean? (SAFETY)

10. If your supervisor gave you this, what would you say? (EXPRESSING ABILITY)

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
ESL POST-ASSESSMENT (ORAL)
KRUEGER

1. What is your job?

2. What is your supervisor's name? How do you spell it?

3. How do you get to the restroom from here?

4. Put the red rod in the middle of the circle on the pink piece of paper.

5. What are you wearing today?

6. You have to call in sick to work. Who do you call? What do you say?

7. What is this man doing wrong? What can you say to him?

8. Have you ever worked on a computer before? What would you say if your boss told you to work in the office on the computer?

9. Do you think you improved your English in this class? How do you feel about your English?

10. Why did you miss class? (Show attendance)

11. How were the lessons for you? What other things would you like to do in class?

12. How was the teacher? What could the teacher do to make the class better?

13. Do you have any comments or suggestions about the time, day, size, level, etc. of the classes at Krueger?

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
ESL ASSESSMENT FORM
KRUEGER MANUFACTURING

Name_____ Date_____

SKILL	SCORE	COMMENTS:
Grammar	_____	
Fluency	_____	
Listening Comprehension	_____	
Average	_____	
Pronunciation	_____	
Reading	_____	
Writing	_____	

SAMPLE STUDENT UTTERANCES:

SAMPLE STUDENT PROGRESS REPORT

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
STUDENT PROGRESS REPORT
KRUEGER FALL 1989

NAME_____ SUPERVISOR_____

ASSESSMENT Entry_____ Exit_____

ATTENDANCE

DATE & COMMENTS:

SAMPLE SUPERVISOR NEEDS ASSESSMENT

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT QUESTIONNAIRE
UNIVERSITY OF ARIZONA

1) For what purposes do the employees need to speak and understand English? Please rank on a scale of 1-5. One is the most important.

_____to follow oral instructions
_____to give oral instructions
_____to communicate with supervisors
_____to communicate with co-workers
_____to ask questions

2) What is the biggest problem employees have with English? In other words, which of the following language skills is holding them back the most? Please indicate the most important one.

_____vocabulary
_____pronunciation
_____grammar/structure
_____listening comprehension
_____reading & writing

3) Which of these are the most pertinent to success in the workplace. Please rank on a scale of 1-5.

_____vocabulary
_____pronunciation
_____grammar/structure
_____listening comprehension
_____reading & writing

4) For what purposes do the employees need to read and write English?

_____to follow written instructions
_____to give written instructions
_____to fill out forms
_____to understand employee benefits and pay
_____to record data or information
_____to understand data or information
_____to write reports or correspondence

Questionaire, continued

5) We are setting up a curriculum for a 10-15 week cycle. Indicate the five most relevant linguistic functions to the employees in your department at the U. of A. Number them 1-5. One is the most important.

_____Advising, Suggesting, Recommending, Insisting & Asking for Advise
_____Asking for & Giving Directions, Instructions, Information
_____Asking for & Giving Permission
_____Checking & Indicating Understanding
_____Complaining
_____Describing Situations, Events, Problems
_____Expressing Ability & Inability
_____Expressing Nervousness, Anxiety, & Worry
_____Informing
_____Making Excuses
_____Ordering & Taking Orders
_____Remembering, Forgetting, & Reminding
_____Showing Intention
_____Warning, Cautioning

6) Can you give 1 or 2 examples of miscommunication that you have experienced i your department?

SAMPLE SUPERVISOR EVALUATIONS

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
SUPERVISOR EVALUATION
HYBRIDYNE

1. Do you see an improvement in the basic skills level of the employees who attend the GED class?

2. Do you see a difference in worker attitude, morale, or productivity?

3. Has there been a change in attendance, trdiness, etc. for the people who are attending class?

4. Has there been a change in the quality of work?

5. Do you have any comments pertaining to the employees that are attending the GED class that have not been asked?

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
SUPERVISOR EVALUATION
KRUEGER

1. Have you seen an improvement in the communications skills of the employees who attend the ESL class? If so, how have they improved?

2. Do you see a difference in worker attitude, or morale.

3. Has the request for job transfers changed in any way for those employees who attend classes?

4. Have you seen an increase in productivity for these employees?

5. Has there been a change in attendance, tardiness, etc. for the people who are attending classes?

SAMPLE STUDENT CLASS EVALUATIONS

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
STUDENT CLASS EVALUATION
HYBRIDYNE

1. What I like about this class is_____

_____

2. What I do not like about this class is_____

_____

3. This class has helped me to improve my job in these ways:

_____

_____

_____

4. Comments_____

_____

_____

PIMA COUNTY ADULT EDUCATION
WORKPLACE LITERACY PROJECT
STUDENT SURVEY

1. Do you think your English improved in this class?

2. How were the lessons? What other things would you like to do in class?

3. How was the teacher? What could the teacher do to make the class better?

4. Do you have any comments or suggestions about the time/day, size, level, of the classes at _____?

SAMPLES RECRUITMENT FLYERS

PIMA COUNTY ADULT EDUCATION PROGRAM
DIV. OF THE OFFICE OF PIMA COUNTY SCHOOL SUPERINTENDENT
PIMA COUNTY GOVERNMENTAL CENTER, TUCSON, ARIZONA 85701
GREG HART, *DIRECTOR, ADULT EDUCATION DIVISION*
SUE MINCKS, *ASSOCIATE DIRECTOR*
(602) 792-8695

ENGLISH AS A SECOND LANGUAGE

Improve your English in English as a Second Language (ESL) class offered by PIMA COUNTY ADULT EDUCATION at Krueger Manufacturing.

The ESL Class offered by PIMA COUNTY ADULT EDUCATION is for non-native speakers of English who want to improve oral and written communication skills. The classes will cover a range of topics including English grammatical structures, conversation/oral communication, workplace language and issues, vocabulary/idioms, coping/survival skills, reading/writing, and customs/cultural awareness.

PIMA COUNTY ADULT EDUCATION
DIV. OF THE OFFICE OF PIMA COUNTY SCHOOL SUPERINTENDENT
130 WEST CONGRESS, ROOM 540, TUCSON, ARIZONA 85701-1317
GREG HART, *DIRECTOR, ADULT EDUCATION*
SUE MINCKS, *ASSOCIATE DIRECTOR*
(602) 740-8695

ANH-NGỮ NGÔN NGỮ THỨ HAI

Phát triển khả năng anh ngữ của mình trong lớp học Anh-Ngữ Ngôn Ngữ Thứ Hai (ESL) hiện đang mở tại qua cơ quan giáo dục tráng niên ở khu vực Pima (PCAE).

Các lớp học Anh-Ngữ được mở qua chương trình giáo dục tráng niên ở khu vực Pima là cho những ai muốn phát triển khả năng đàm thoại, viết anh ngữ và phải xử dụng nó khác hơn là ngôn ngữ của bản sứ mình. Những lớp này sẽ bao gồm các đề mục giáo khoa như sau: Cách xử dụng văn phạm Anh-Ngữ, đàm thoại/giao thiệp, ngôn ngữ và vấn đề liên quan ở nơi làm việc, ngữ vựng/thành ngữ, khả năng thích nghi cho cuộc sống hiện tại, cách đọc/cách viết, và sự hiểu biết về phong tục/văn hóa.

PIMA COUNTY ADULT EDUCATION
DIV OF THE OFFICE OF PIMA COUNTY SCHOOL SUPERINTENDENT
120 WEST CONGRESS, ROOM 540, TUCSON, ARIZONA 85701-1317

GREG HART, *DIRECTOR, ADULT EDUCATION*
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ENGLISH AS A SECOND LANGUAGE

Improve your English in English as a Second Language (ESL) class offered by PIMA COUNTY ADULT EDUCATION at Hankmaker.

The ESL class offered by PIMA COUNTY ADULT EDUCATION is for non-native speakers of English who want to improve oral and written communcation skills. The classes will cover a range of topics including English grammatical structures, conversation/oral communication, workplace language and issues, vocabulary/idioms, coping/survival skills, reading/writing, and customs/cultural awareness.

Please sign below if you are interested.

INGLES COMO SEGUNDO IDIOMA

Mejore su INGLES en la clase de ESL (Ingles como Segundo Idioma) que ofrece PIMA COUNTY ADULT EDUCATION en Handmaker.

La clase de ESL ofrecida por PIMA COUNTY ADULT EDUCATION es para personas que no hablan ingles como su idioma nativo y que desean mejorar sus habilidades de comunicarse tanto orales como escritas. Las clases abarcaran una variedad de temas, los cuales incluyen gramatica de ingles, conversacion y comunicacion oral, lenguage y temas relacionados al sitio de trabajo, vocabulario y modismos, habilidades para defenderse en la vida diaria, lectura y escritura, y orientacion sobre cultura y costumbres.

Si usted esta interesado (a), haga el favor de inscribirse aqui.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

BURR-BROWN®

Refresh your Basic Skills in

- Math
- Writing
- Reading

or prepare for the GED Test

GENERAL EDUCATION DEVELOPMENT

Tuesdays and Thursdays
2:30 p.m. - 4:30 p.m.
Bay Colony Classroom #2

Refresh your English Skills

- Basic English
- English as a Second Language (ESL)

ENGLISH AS A SECOND LANGUAGE

Mondays and Wednesdays
2:30 p.m. - 4:30 p.m.
Bay Colony Classroom #2

Classes are open to Burr-Brown employees, spouses, and family* at no cost.

To register, please complete the registration form and return to Education & Training or to your Human Relations Service Center.

*Upon available space

Adult Lit6/89

Additional information is available from Education & Training x4317